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As part of the program for developing library services in Ohio state institutions, a conference was held to consult institution administrators and specialists. Specific purposes of the conference were: to discuss the value of library services with superintendents or designated representatives; to show how library services contribute to the rehabilitative, correctional, medical and other purposes of correctional institutions, mental hygiene institutions, Youth Commission agencies and camps; to show how the State Library can help state institution libraries through resources, federal aid and consultant services; and to challenge the group to set goals for divisional and institutional action toward development or improvement of library services. This report includes papers given on these topics: rehabilitation of alcoholics, including the use of books; how library service can advance an institution's goals; the State Library and institution library service; and the current status of Ohio institution libraries. (Author/JB)

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Library Service in Ohio Institutions

A Report of a Conference
Columbus, Ohio
September 13-14, 1967

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Sponsored by

The State Library of Ohio
and the
Advisory Council for Title IV-A
Library Services and Construction Act

JAMES A. RHODES, GOVERNOR

The State Library of Ohio
65 South Front Street
Columbus, Ohio 43215

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Introduction

The 1966 amendments to the federal Library Services and Construction Act provide funds for the development of library services in State institutions. The Act is administered by the State Library in accordance with the statute, and in Ohio, early in 1967, the State Library Board appointed a Council of eight members to advise on the development of this new program.

One of the first determinations of the Council was the need to consult department and institution administrators and specialists in the planning for a library program. To do this on a broad scale, the Council and the State Library joined in sponsoring a *Conference on Library Service in Ohio Institutions* at the Christopher Inn in Columbus, September 13-14, 1967.

The purposes of the Conference were established by the Council as: to sell the value and understanding of library services to superintendents and/or designated representatives; to show how library services contribute to the rehabilitative, correctional, medical and other purposes of correctional institutions, mental hygiene institutions, Youth Commission agencies and camp superintendents; to show how the State Library can help state institution libraries through resources, federal aid and consultant services; to challenge the group to set goals for divisional and institutional action toward development or improvement of library services.

The proceedings of the Conference appear in this report and are supplemented by related information on institutional library services.

Our thanks are expressed to Martin A. Janis, director of the Department of Mental Hygiene and Correction; Daniel W. Johnson, head of the Ohio Youth Commission; M. C. Koblentz, head of the Division of Correction; and J. Wylie McGough, head of the Division of Mental Hygiene who made it possible for the key personnel of the institutions to participate in this meeting.

The Conference was practical and thought-provoking. These proceedings should be useful to those concerned with administration of institutions, but the true value of the Conference will be in the number of sound plans for library service which have been generated by it.

Joseph F. Shubert
State Librarian

Title IV-A

An Advisory Council has been formed to guide the State Library of Ohio in formulating and implementing a plan for Title IV-A of the Library Services and Construction Act, designed to advance good library services in state institutions. This is one of four titles in the federal Library Services and Construction Act (as amended, 1966) administered by the State Library of Ohio. Title IV-A Advisory Council members are drawn from the various departments charged with the responsibility to operate state institutions, librarians involved with this area of work and citizens concerned with these institutions. The Council members are:

Clara Lucioli, Hospital and Institutions Department, Cleveland Public Library, chairman

John P. Canney, associate warden, London Correctional Institution

Senator Charles J. Carney, Youngstown, Ohio

Fred Case, Jr., communications coordinator, Department of Mental Hygiene and Correction

James Myers, activity therapy consultant, Department of Mental Hygiene

Rev. Harold Lindberg, Department of Pastoral Services, Ohio Council of Churches

Dr. Alberta Turner, Research, Ohio Youth Commission

William W. Williams, librarian, Lebanon Correctional Institution

State Library staff directly involved with the Title IV-A program are Joseph F. Shubert, director, State Library of Ohio; Miss Ruth Hess, head, LSCA Programs; and Jonathan E. Louden, consultant, Institutional Library Services.

Under Title IV-A, funds may be used to purchase books and other library materials and provide library services to (A) inmates,

patients or residents of penal institutions, reformatories, residential training schools, orphanages or general or specific institutions or hospitals operated or substantially supported by the State and (B) students in residential schools for the handicapped (including mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health-impaired persons who by reason thereof require special education) operated or substantially supported by the State.

Funds are made available to the states on a matching basis. The Act authorizes appropriations up to $7.5 million for fiscal year 1968, $10 million for fiscal year 1969, $12.5 million for fiscal year 1970 and $15 million for fiscal year 1971. The 1968 appropriation has not yet been made, but it is anticipated to be $2,120,000, providing $40,000 to Ohio.

Under the terms of the Act, the funds are paid to the State Libary of Ohio after approval of a State Plan for the development of the program and use of federal and state matching funds. The Advisory Council and the State Library seek the assistance of institution administrators and other personnel in developing this plan.

Jonathan E. Louden, Consultant
Institutional Library Services
State Library of Ohio
65 South Front Street
Columbus, Ohio 43215

Rehabilitation Of Alcoholics, Including The Use of Books

Dr. Arthur Cain

Dr. Arthur Cain is director of the Society of Seven Sinners in California. A retired clinical psychologist, Dr. Cain attended Yale University and received his Ph.D. from Columbia University. He is a well-known author of many books, including Young People and Drinking, Young People and Smoking, Young People and Sex, Young People and Crime and the recently published Paul Cain's Rebellion.

I'm really tremendously excited about what's going on here and what's about to go on here in Ohio. This is one of the few times in my life I've troubled to make a few notes of what I wanted to say for two simple reasons really - - - one, I have so much I'd like to say. The other reason is that for the last three months I've been, shall we call it, interacting with gangsters, ex-gangsters, racketeers, Hippies, Hell's Angels and the like, and I'm not sure I still know how to speak English.

I do have to speak about myself a little bit - - the main reason being that, as a psychologist, I seldom get a chance to talk at all - - I have to listen. To talk about myself is an unheard of indulgence. In the course of the last thirty years or so I have been a professional soldier, a seaman, a prize fighter, an instructor in Karate, a foreign correspondent, a rum runner and a professional gambler - - I hasten to add here that my debts to society are fully paid, and I got caught every time. I was then an account executive on Madison Avenue. Following this downward trend, I finally went bad altogether and became a psychologist and a writer of books. But I merely mention these things in my past to account, if I do get too carried away with my enthusiasm. My vocabulary is slightly mixed up as you might imagine.

During the course of some of my activities in the past, I acquired something of a vested interest in the people on the inside because I was there myself. I was very lucky in having a few little things reduced from felonies to misdemeanors, and they were probated. But I spent a little time - - a very little time, thank God - - inside the grey walls, as an adult. And, of all my memories, I think I remember

those days the most clearly. I remember how it smells, how it sounds, the bright lights on all night long - - most of all I remember how it feels. Since that time, which was many years ago, as a psychologist I have counseled with criminals who were just out of somewhere or in dire danger of going back somewhere. So I'm not an armchair psychologist so far as prison psychology is concerned.

I must apologize in advance for my lack of sophistication and not being up-to-date. I have been in a rather mysterious canyon for the last three years - - it took the Forest Service three days to find me with a helicopter once. But it's a lovely change from New York City, believe me.

One of my clients, whom some of you may have read about, whom I called Mike Ferro and who named himself, is in a book called *Seven Sinners.* The book was a streamlined version of my Ph.D. dissertation at Columbia, *Some Effects of Reading on Some Socially Estranged Alcoholics and Other Neurotics.* This came out *Seven Sinners* because it was seven case histories, some of them alcoholics and some of them not. The word *sinners* - - it's a rather long story there and I won't go into it; it could just as easily have been "Six Sexual Neurotics" or "Six Criminal Personalities" whatever that might be.

Mostly through reading

Mike Ferro was my second case history. I confess to a little bit of a temptation to shock my staid old dissertation committee by the first two words of this chapter, but then, I went immediately into a semantical analysis of the words. I can't very well use them here, but the phrase starts with a very well-known Elizabethan word and ends with the pronoun "you." This is a credo of the Mike Ferro's of this world; it has lost its semantical moorings altogether and has nothing whatever to do with sex.

The case posed another nice problem in professional ethics because young Mike Ferro was having trouble with the bottle which led him to my office, and he wanted to be able to stay sober so that he could organize an outfit to succeed *Murder, Inc.* in Brooklyn. So I was being asked to sober up a man so that he could go out and kill people. Well, I took him on 20 years ago, and I'm happy to say that now he's running a milk route in Riverside, California, near where I live. He gave up the bottle and he gave up crime - - and he did it mostly through reading.

Mine, or ours, was a nine-point therapeutic program including reading, and, in many cases, I think reading was the most important - - not all important - - but the most important of all the nine activities. We called our people neither friends or clients, but colleagues because I was working with them and they with me. I was a latecomer to any kind of higher education. As a matter of fact, I never did go to high school which accounts for some other vocabulary problems I have. It was very soon after my undergraduate work at Columbia that I began placing heavy emphasis on psy-

chology, but also on philosophy and religion. I began to perceive right away that there was very little communication among these three disciplines and having read Stuart Chase, Hayakawa and finally, Korzybsky, I chose the approach of General Semantics or just semantics as a way of trying to bridge the misunderstandings - - not in a big way but directed mostly to young people, perhaps freshmen or sophomores on the Columbia campus. The words theologians used were entirely misinterpreted by those people in my department of psychology, and philosophy was something way out there that nobody understood.

Shortcuts to knowledge

That started my dissertation. And of course books are where words are. To me, books are merely shortcuts to knowledge which we might spend a lifetime acquiring by accident or even on purpose or by lectures or any other way. In my program, the problem was selection, which books to recommend for whom. And I must confess right now, as I did a short while ago, not once in my 20 years of clinical practice did I come across a book which I knew would be absolutely the answer for a certain individual. I mean lights didn't turn on; insights didn't come all over the place. I never guessed it right once. I'd get this perfectly marvelous book and hand it to somebody, fully expecting him to be back next week cured; he doesn't need me any more, he hands me the book, and says, "Here's the book. How did the Dodgers make out?"

I'd say, "How was the book?" He'd say, "Mmm, aw right." But sooner or later, usually sooner, he would discover one on his own. So I started preparing a three-way bibliography in which most of the titles were self-explanatory and from which they could make their own choices. Sooner or later someone would come in with a most unlikely sort of book to my mind and say "Ahhh," - - which we call the "Eureka" feeling; I have found it. This is the clue. I was always amazed and very gratified, and I had to build up my ego some other way.

The intellectual approach

I have been in some disrepute in my own profession with this great emphasis on the emotions, powerful emotions, but I call my approach the intellectual approach to psychotherapy which is almost a contradiction in terms. But for some individuals, rather a large percentage of individuals, I'm not referring to them in the sociological stereotype of the word "intellectual." These are not young men, or old men for that matter, with horn-rimmed spectacles and narrow shoulders who went to Harvard. (I went to Yale and Columbia, you notice.) Nor are the women all Radcliffe and Sarah Lawrence. Some of them didn't go to high school, either, but, as a psychological type, they are intellectuals. No matter what their education, usually their I.Q. is surprisingly high. They're the kind of person who must clear everything up here before it means anything down here, or before

they can act upon it. No blind space for these people. They don't believe what their parents tell them unless it makes sense to them. Their own logic may be very confused, but it has to make sense to them. These are the rebels; these are the Doubting Thomases, the mavericks, the iconoclasts that we find now among the Hell's Angel's, the Hippies and all levels in between. It is with this philosophy in mind that I began my approach to psychotherapy. Somewhere, sooner or later, a bell would ring - - - then the emotions could be released and behavior take place, not before. That is what I mean by the intellectual approach to psychotherapy.

Although I have worked with many criminals, I have never worked as a prison psychologist in a prison or a reformatory but on the outside. And I might add, in passing, that every one of my colleagues was in a prison of some sort, all his own, which sometimes is even worse - - walking around presumably free, should be happy and is captive of his own depressions, anxieties, compulsions, obsessions. This man or this woman is truly locked up. That's one of the reasons I don't like the word "headshrinker" - - we don't shrink heads, we try to expand people and that has always been my goal. For the people on the inside, I'm really not up-to-date with current terminology; I'm afraid that I'll slip any minute and call some of you correctional authorities, prison people. Please forgive me if I do. I know what to call the Warden now, he's "The Man", but I'm not up-to-date with the jargon.

It can happen

Another of my clients just pulled ten of twenty at Oregon State. He'd been out nine months. He got his start in prison through reading, including some of my books, which is how I happen to know him. He is now working on his M.A. in psychology at Washington State University. These are isolated cases, but it can happen. It was stated somewhere tonight that I had retired as a clinical psychologist; if there are any psychologists present, forget about retiring, it's impossible. In the first place, if you're on a salary, you won't ever have enough money to retire. In the second place, *they'll* find you. Or, better still, you'll find them, which is, I think, my case. I was on a place called Dead Man's Peak in Arizona, on the edge of the Painted Desert. I was there three weeks and I had a group of four alcoholics who came up every Wednesday night, one of them straight from the local sneezer, or whatever it's called these days, who had been sitting in the county clink for six weeks—I don't know what the red tape was. He had nothing to do but read. A friend of mine took him my book *Seven Sinners*. All other avenues of escape being closed, he had to read the book. One of the activities in my program, for lack of a better name, we call "Logging," simply writing every night the thoughts of the day, insights, depressions or whatnot. That man, in four weeks after reading my book, sat there and wrote the story of his life to himself. He was cured before he got out and got to me. He is now working at a job for $20,000 a

year in New York City, has a wife and three children - - - he had the wife before, but as of a few weeks ago he finally married her, which is, in itself, a good sign, I think. This was between the second and third child. I can't think of anything that made me happier than to get his wedding announcement.

Decrease the influx

Now for those people who are inside now, I know what some of you must be thinking. There are some people we can't reach and we know it. The reading, of course, has to be optional; you can't make anybody read anything. If they do read it, they won't remember it, or they'll hate it. But, perhaps, and I firmly believe this, we can de-crease the influx of inmates, patients, and perhaps significantly increase the percentage of real rehabilitation. That's a word I don't like - - and I know they don't like it on the inside - - but we're stuck with it and have to make the best of it. We know what it means; it means something else to them, I think. To them, too often, it means being rehabilitated to a society which they despise. They don't want to be well-adjusted to a world which they regard as phony. But what they may be missing is that it's not all phony. I have argued with some of my people - - just to pick an arbitarary number, I'll say, "All right, 93% of the people in this country are phonies, hypocrites, bush league crooks, do-gooders, cops, but 7% of 200,000,000 people is an awful lot of people, like 14,000,000, and it's more than enough to make life worthwhile.

"Furthermore, the old saw about 'Crime doesn't pay'—a criminal now hasn't got a chance; you know it and they know it. Organized law enforcement is too good. Nobody can really get away with anything any more; so it's a bush league thing to do. You're absolutely fighting a losing battle because the cards are stacked against you. Why be a sucker?"

This gets through to them.

Plus the fact that you don't have to become well-adjusted to, say, New York City society. You show me somebody who's well-adjusted to New York City, and I'll show you somebody who's really sick. I'm not kidding you. I was a drop-out from New York two and one-half years ago. This kind of appeals to them. That crime is a bush thing to do now. It might have been romantic in Capone's day, but even he didn't make it. But there are enough in this 7% not only to make life worthwhile, but to make it damned exciting. And to me that is the essence of the "criminal personality," and I'm sure I'll get a lot of arguments on this—the very human need for excitment. The young man of today of nineteen has nothing to do at midnight on a Saturday night, so he watches TV, the late show, and maybe he sees Errol Flynn in "The Charge of the Light Brigade." Nothing like that is available to him any more. For real high adventure, you have to be an astronaut and there are not many of them. What else can you do? So they go out and mug somebody. For kicks. Or they get motorbikes and challenge the law.

But I tell them there are things even more exciting in that 7% which they must find in order to avoid being born losers, bush-leaguers and suckers. These are still words that get through to them because these are smart people. They have great energies and courage. It has been misdirected for a long time. If we can show them a way through books or whatever that they exist—that is other ways even more exciting—such as helping other people find these other ways, we might have a foot in the door. It's on this fervent belief that I would proceed; and it's why I'm here tonight instead of at a TV studio in New York, and very happy to be here.

I might just touch on the three general categories of books which are in our reading program, by "our" I mean a large number of groups over a period of twenty years, alcoholics, everybody. We call one set, the first set, the basic books which are simply educational, knowledge. So many people have gaps in their knowledge of history, of science, of, well, you name it, it's crucial to their behavior. And we needn't dig too deeply into these people to find a Freudian, Adlerian or Jungian subconscious motivation. For all practical purposes, they may have been proceeding on a sheer area of ignorance. One of my Jewish patients whom I call Saul Freedman in my *Seven Sinners* book found this to be all important simply in reading Will Durant's *Outline of History.*

Saul said, "My! I had no idea Jews were so wonderful."

He was an outcast from the Jewish group, from the lower East Side and you can't get any further cast out than that. He was an "out" member of the "out group"—all alone. This book made an enormous difference in the way he felt about himself, in the way he comported himself and the way he behaved and felt. An intellectual idea with a little information.

The bridge books

The second area we call the "bridge" books; it's somewhat along the lines I spoke of, the semantics of various basic concepts. What do we mean by *crime*? What does the word mean? Or faith? Oh, that's a good one. Or *society?* Oooh, wow! Who, what, where and when is this society we keep talking about? This kind of bridges the gap between a fuzzy, emotional concept to a clarified understanding of what they're talking about and what we're talking about.

The third category we call the "stimuli" books because when I suggested the words *inspirational* and *motivational,* I nearly got killed, might be anything which is moving emotionally. Just Conrad has meant a great deal to some of these men. To jump way over, people like Raymond Chandler who wrote mystery stories but who let them know that there are such things as courage and honor and a code of ethics in 1967 U.S.A. I would commend to them the works of Ross MacDonald whom some of you may know. He's writing today—hard-boiled detective stories—and, in my opinion, is probably the finest novelist in America today. Don't be misled by the jackets on those paperbacks. You can read him like Conrad for the second

meaning and then the third layer under that. Michener has been a great influence, I think, in our reading program. First of all, high adventure, far-away seas, but the underlying sociological comment which comes through also. They get it. Sometimes they get it before I do.

I did have a note to say something terse, like my opinion that crime really represents an addiction to excitement—but I could go on with that for hours and hours and I won't, so as to allow us a little time for discussion. I hope they are not just questions but also opinions. I will tell you exactly what I have told every one of my colleagues, my clients, if it is a question and I'm just guessing, I'll tell you I'm guessing. If I'm pretty well convinced, I'll put it that way. If I'm convinced and can prove it, I'll be very emphatic. I'm not famous as a permissive type psychologist, and I'm quite capable of saying, "I don't know" which is most of the time.

With your indulgence, I'd like to spend maybe 60 seconds delivering a sermon. Sermon is a very bad word these days, is almost as bad as the worst four-letter word in the language—WORK. This started out as actual truth, then I built it up a little bit talking to my Hippies, my Hell's Angels and most of my kids in between. Don't underestimate the Hippie subculture or this Hell's Angels movement. Granted, they are a very small percentage of our population but young people more and more tend to identify with one extreme or the other. A younger person will say, "Well, I'm more like a Hippie. I like the Hippies, but I hate the mean old Hell's Angels." Or the other way around, "I like the Hell's Angels, but I don't like those punks in Haight-Asbury." So they have a great influence; don't underrate them. I was a little perturbed to find most of the "medium type" young people, particularly girls seventeen, sixteen, when I asked them which they preferred, answered, "Oh, the Hippies."

"WHY?"

"Well, they just believe in love and they're against violence and they're against Viet Nam."

Well, I was knee-deep in Hippies in Haight-Asbury, and L.A., and the whole bit. I went there with scorn and hostility and left with pity and a little compassion. And of course the Hell's Angels are brutes and Nazis and sadists—and some of them are. I had seven of them in my little cabin at one time; it took me weeks to get it fumigated, but it was worth it, believe me. I learned a lot—some of it was inspiring.

Hippie or Hell's Angel?

But I was sitting one day with one of my little girls in a booth in a taco joint in Riverside, and a fellow came up in a booth behind us and made some remark. I was about to get hostile 'til I realized that he had just had a couple of drinks and was being friendly and everything was fine. So I just said, "Hi," and no problem.

But the next day I took it from there and said, "Suppose you were out on a date and you were sitting in a booth and this real kook came up behind you and he was reeking of beer and pot (that's

marijuana)—believe me, other than formaldehyde, there's not much better halitosis than beer and marijuana—and makes an insulting remark; furthermore he reaches over and puts his hands on you. Would you rather your date would be a Hippie or a Hell's Angel?"

She said, "Oh, I'd still rather it would be a Hippie."

"What would the Hippie do?"

"Well, he'd go and get help."

"Suppose he looks sharp; the proprietor is a nice old lady from Pomona, the phone booth is a mile away and, even as efficient as the cops are these days, it would take them ten minutes to get there. Meanwhile this guy's kissing you." My thought is that a girl that age could be traumatized very easily that way. I didn't use the word to her, just told her she might have bad dreams for a long time; I'm sure she would.

She said she'd rather be with a Hippie, even so.

I said, "Well, I'll tell you what would happen. The Hippie would run out looking for the Law and he might even come back. If you were with one of the Hell's Angels, that kook would be on the floor in about 30 seconds, maybe with a bike chain, maybe with a tire iron or lug wrench—these boys are too smart to carry a weapon that's against the law."

"Hmm," said Mary Kay—but at least I had her thinking.

I said, "Let me take it another step. Of course the answer is not to be with a Hippie or a Hell's Angel, but to be with a man. Maybe the man is 19, maybe he's 47. Suppose I'm sitting with you, we're having dinner, sitting in a booth and the kook comes up and starts feeling you up and calling you these names. You know what I'd do?"

"No."

"I'd look for the proprietor too, and I'd look for the phone booth and then I'd ask this guy, 'Please knock it off; this is a nice family girl and my date. Cool it, will you?' You know how much effect that would have? YOU also know how much effect the Hippie would have if he went up to the kook and said, 'Look, we believe in love.' Of course, it wouldn't stop him. But though I'm an old man, up in years, I did teach Karate once and that kook would be on the floor in 15 seconds. Furthermore when he tried to get up, I'd kick him in the face, hard. And if he tried to get up again, I'd kick him harder in the face."

She nodded.

I said, "Hey, you can't be nodding, that's violence. You hate violence."

She was thinking some more and I said, "The difference might be that when he didn't get up again and the fight's gone out of him, the meanness is gone, and I wouldn't be too surprised if a lot of the kookiness is gone, too. When he says, 'Hey, Boss, I'm wiped out, I'm sorry; I won't do it again. Please don't kick me.' Then I'd like to reach down my hand, help him up, wipe him off and say, 'Hey, Buddy, I think you better get to a doctor. Here's my card, if you can't pay for it, send me the bill. Get out of here and God bless you.' "

"You know what that is, Mary Kay?"

"No."

"That's love. That's Christianity. That's forgiveness, the second chance, the seventy times seventy chances."

This impressed a lot of kids, I'm happy to say, so I think I'm going to wedge it into my new book. It's corny, but so are kids and so am I.

And now I'd like to close, really, with the last paragraph I put into Mike Ferro's chapter, my gangster chapter in the book *Seven Sinners.*

He had come in with the book which meant so much to him. He never went to high school, born in Brownsville, Brooklyn, raised on the sidewalks. Do you know what book rang a bell with him? A book by John A. Hutchison, published by Oxford University Press called, *Faith, Reason and Existence.* Pure existentialism—I couldn't understand it myself. But something there got through to Mike Ferro. He had stolen it from me, by the way, but he returned it. So he told me all about it, what it meant to him; it was perfect. He got to John. I happened to know Mr. Hutchison very well. He got John's meaning perfectly. It took me weeks and weeks of reading it and wondering what John was driving at with Kierkegaard, Montagu and so on. So he slammed it back and closed his eyes over it in my library and went round and round and picked out one. He looked at me and said, "You know, God does a better job of picking out books than you do." And, for the first time, I gave him his favorite expression right back at him. You know what, he laughed, put on his leather jacket and went out the door. In about two seconds, he popped back in again, said, "God bless you" and popped out again.

So thank you again for letting me be here tonight and as Mike Ferro said, "God bless you, too."

Questions and Answers

Question: I wonder how we could get Dr. Cain to fly over Ohio in a helicopter and visit some of our youth institutions. I know his just walking through the halls would mean a lot to our boys. He speaks their language.

Miss Lucioli: Well, it just means there aren't enough Dr. Cains in the world, but I think that we can follow some suggestions from what he has told us. But this is a very interesting invitation for him to spend more time directly with colleagues.

Dr. Cain: Well, I thank you for the invitation. I'll certainly try to make it. I do speak their language, I think. And as for your kind comment about there not being enough Dr. Cains in the world, I would get an awful argument on that in certain circles.

Question: There is much talk of the controversy between sheltering books for children in libraries. In other words, some psychologists feel that certain books should definitely not be exposed to a disturbed, that is emotionally disturbed, child and schools sometimes oppose this method of thinking.

Dr. Cain: This is a terribly important question. Whether we are to play God in offering books to people, but perhaps the key point is a closer analysis about what we mean by emotionally disturbed. Now, I'm not a psychiatrist, and I've never worked in a hospital or other institution, and I have no doubt that there are some individuals, psychotic, pre-psychotic or profoundly neurotic individuals, who very likely should not read certain things. It might pull the trigger. I don't know. This, I think, cannot be generalized but must be left entirely to the individual's psychologist or psychiatrist and the individual with whom he is dealing. As a matter of general principle, I don't think any books should be kept from anybody. But the "emotionally disturbed" are, of course, exceptions.

Question: Is there any such individual as a "born loser?"

Dr. Cain: I know there are—the world's full of them. But, again, do we mean "born loser?" We're born babies, all babies are winners, we know that. This is learned behavior as any psychologist will tell you. You either learn to be a loser or a winner. I think the important point with people on the inside, whether they're in a reformatory at an early age or pulling a long stretch in the big places, or mental institutions—the point is they don't have to be "born losers" even though they have been "losers" all their lives up to that point. People do change. Sometimes from black to white, white to black. And with this goal, I think we should try to let them know that they don't have to go on with this butting of their heads against the impregnable wall of society and the law. There are other things. This is the first step. And once they take that timid first step, try to be there to reinforce it with encouragement, hope and even love.

Question: This may be a loaded question. I don't mean it to be, but would you comment on the trend today. Pornographic literature has increased—a tremendous increase. Does it have a disturbing effect on the young people of this nation? Is it causing problems in social behavior? Or can you attribute it directly to this? This is why I say I don't mean it to be a loaded question, because we have committees and commissions and groups of our upstanding citizens trying to stamp out pornographic literature. But I would like you to comment on this, if you will.

Dr. Cain: Don't worry about the loaded question. I guess I was 46 before I knew there was any other kind. I feel strongly on this so I'll warn you as I have my various groups, "This is Cain talking, take lots of grains of salt and think it over. And don't throw out the

baby with the bath water." But I can't back this up. My feeling is that the increase in pornography is not causing anything; it is simply an expression of the divine discontent of our nation, including our young people. If I had to characterize the Hippies, for instance, I would say first of all religious ignorance, political innocense and sexual repression. This is deliberately provocative, but I believe it to be true. I think it is the sexually repressed who get the kicks from reading about it. As a gentleman once told me in Paris, in Brentano's of all places, where for purely scientific reasons, I was inspecting some pornography. He looked at me and said, "Why read it. Come with me; you can do it."

But my Hippies and our young people have seen what a frightful botch we adults have made out of sex and our marital relations, love, and they're shrinking away from it. Even though they go through the motions — and it's quite common in Haight-Asbury. They're perfect strangers. Everybody loves everybody. They go off in the bushes, come back and so what. This, ironically and paradoxically, I think, is an expression of sexual repression. It is absolutely devoid of love, of ecstacy, many of the things that make sex what it should be.

Pornography—and I have said this to nationwide audiences in all seriousness and in two of my books which were approved by the Christian church (I'm also a friend of Jim Pike)—if there were room in the curriculum, and there isn't because of driver education and a million subjects and things you can't get in a lecture, but if it were possible, you could have a course in pornography, maybe just three sessions, homework yet—hard core pornography, the worst you can find. In the first place, I don't know what the smut dealers would do then. They'd be out of business, I think. Meanwhile, if the kids go buy it—well, it's a textbook. I'm serious. This sounds like levity, but it isn't. I think it would be our obligation to point out that this stuff is stupid, ignorant, neurotic, disgusting to most people but, if you can stomach it, here it is and I want a good analytical term paper on it. I think they'd begin to hate it. This has been a roundabout answer to a straightforward question.

Question: How do you select or recommend the books that you use?
Dr. Cain: In basic books, there are two or three. Incidentally, all three bibliographies are included in *Paul Cain's Rebellion* and also *Seven Sinners.* These bibliographies were required with alcoholics. I devoted my time exclusively to alcoholics the first two or three years of my practice and then took on anybody. One was a basic book on alcoholism itself which, of course, was logical. Perhaps later, if they had no knowledge or just a garble of knowledge, basic introductory psychology would be required. It might be a drag and a chore, but this was told them before I accepted them as patients. They agreed to it; there was a great deal of moaning and gnashing of teeth, but they worked their way through their required basic books.

In the two other categories, I simply made available to them a list of choices. Sometimes I'd say, "Look Joe, it seems to me this one will be great for you on the basis of what I've gleaned from you in ordinary face-to-face psychotherapy."

And he'd read it.

Sometimes it would help a little. Sometimes not at all. But he was free at any time on this area of books to decline to read it altogether and pick some other book. Some reading had to be done. That was the basis of the program. On the "stimuli" books, absolutely free choice, but within a structure of books which developed over the years from other patients' reactions, my own, critical works from other people generally and people of the disciplines which these books represented. So by the grace of God and great good luck, we got enough bibliography whereby this trial and error method sooner or later, over a period of perhaps nine months to two years, helped them find a book that was enough meaningful to them that it significantly changed their entire lives. I don't say this would work with everybody. It did work for a rather highly selected group of people with whom I worked. First of all, alcoholics who had tried everything, AA, church, orthodox psychotherapy, will power, everything. I was a kind of court of last appeal in Brooklyn.

With this type of individual, having this program outlined to him, reading and all, in advance and with perhaps three or four exploratory sessions with me to determine if I thought I could help him and for him to determine the same thing, most of the time good results occurred.

Question: You continue to say "they" and I wonder if you couldn't say if "they" is a very certain class of people. Middle class or lower class?

Dr. Cain: I'll try. I tried it for my Ph.D. dissertation. There are very few common denominators. I'd be bery reluctant to put a diagnostic label on any of them. There were very rich and very poor,

highly educated, and those with no education at all. I've had merchant seamen, barbers, millionaires, a very famous movie actor, the man I call the Senator, then the Seven Sinners, which, incidentally, was an understatement in this case. Sociologically speaking and in terms of psychodiagnostic labels, I couldn't fit them in. The did have one thing in common—this tendency to intellectualize that I mentioned before—they were all thinkers. They had a hard-headness in the pursuit of truth; they would not accept it unless they understood it.

Question: Did they all have this interest in reading?
Dr. Cain: Some yes, some no. Some were voracious readers; others hadn't read a book in years. In fact, I had one man in Arizona who hadn't read one book since he got out of grade school. It's hard. We pursued a policy of a little bit at a time. Surely, you can read five minutes every night the first week, make it ten the second. Well, I expect the gentleman tomorrow will tell you more about "Hooked on Books." This is not a bad addiction, I don't think, but there were non-readers and people who read **Reader's Digest.** I shouldn't say that really; I'm a professional writer these days and I'm starved. But as a psychologist, I met so many clients who knew more about psychology from the **Readers' Digest** than I did, that it was discouraging.

Question: Are any religious books or even the Bible included in those three lists?
Dr. Cain: The grand climax.
Question: The "stimuli" books, you mean?
Dr. Cain: That's right. And usually with the "bridge" books, such books as a few of Pike's earlier, less controversial books. The kind of writers who think and read and write clearly. Then you get a marvelous thing after perhaps a year or two years of this to have an individual, perhaps a devout church member, read the Bible for the first time really.

Question: How can we overcome the impact of TV on some of these things that we are talking about?
Dr. Cain: You mean, the habit, the tendency to watch television instead of to read?
Question: Well, we try to overcome alcoholism and TV does just the opposite.
Dr. Cain: It is a problem, and it will be more of a problem to you people than it was to me for the reason that my people were desperately sick. I was the court of last appeal. This was, they thought and I thought, a case of life or death, sanity or insanity. If it meant giving up TV to read books, they'd do it. Again, I might suggest the "little-bit-at-a-time" procedure. "Look, you can give up one pro-

gram a night and read a chapter, it won't kill you." And it might be just as good or better than TV. In fact, I don't see how it could miss. I only watch pro football and fighting is off the air now so I only have Sundays for TV. Of course, there are some good things on TV, too. But, make them aware of the world of books. This is hard to do. There's the corny phrase, "We've always had libraries and there are lots of books, so what's so great about books?" Pick out something that might appeal to them, a little book, and say, "Here. When you get a chance, read it; I'd like to know what you think about it." This is a challenge. You are valuing their judgment. Frequently, they'll respond to this kind of approach. When they get a little bit further, they'll find that the derring-do of TV is pretty pale medicine compared to some of the great literature.

Again, I repeat, this is not for everybody, but if we can significantly decrease the influx into institutions and significantly increase real rehabilitation, that's what makes life worthwhile for me.

Question: Does intelligence level make a great deal of difference?
Dr. Cain: I'm sure it would have to working with groups of people. Surely, you can't take a person with an I.Q. of 99 Stanford-Binet and expect him to grasp very high abstractions or very tightly-packed, concentrated concepts. But, above that, 110 and over, there's not too much correlation—this is Cain talking again—between I.Q. tests and the ability to comprehend. They can perceive the relationships between certain concepts whether or not they are 110 or in the upper brackets. All of my people, it so happened, had very high I.Q's. I don't know what the average prison reformatory or institutional I.Q. is in Ohio, but I rather expect it's pretty high. Criminals by the large, I think, are very bright people and very brave people. They're just going in the wrong direction.

Question: About the books, the stimulating books, do you provide the books for your clients or do you send them to a public library? Do you direct their reading or are they free?
Dr. Cain: In my own case, I had a great many of the books in my own library and I never lost a book which is remarkable because nobody ever returns a book. Many times they discovered books on their own hook, and would say, "Hey, Cain, this is the greatest—everybody ought to read this book." So it would be added to our list. Now, since I'm not working with groups—incidentally I never handle more than nine patients at a time which made it easier for me—they go out and buy the books. Everything's in paperback these days. Or second hand. It is a problem in smaller communities, out in the boon docks, it's deplorably hard to get hold of books. Thank God for librarians.

How Library Service Can Advance An Institution's Goals

Miss Marion Vedder

Miss Marion Vedder is Chief Institutional Consultant for the New York State Library and immediate past president of the American Library Association Division of Hospital and Institutional Libraries. Miss Vedder is a pioneer in the work of the American Correctional Association. She has helped to promote the establishment and improvement of many institutional libraries.

Why is it that 80% of all those convicted of a felony have also at an earlier age been convicted of a misdemeanor? Why is it that although mental hospital populations are slightly less, those admitted to mental hospitals increase? There are many WHY'S for which we do not have complete answers. But we know that there is a growing concern of the public and of the administration, as evidenced by recent federal commissions and federal legislation in the area of crime and correction, the mentally ill, the mentally retarded, older Americans, the chronically ill and handicapped.

It would appear that we are, at last, as a nation, awakening to the need for new concepts of social thinking and reform if we are to maintain our leadership as a democracy.

High on the list of changing attitudes is a new concern for education: equal opportunity for education, better and continuous education that will prepare and acclimatize all ages for living successfully in this era of constant change, information explosion and tremendous opportunity. As an educational institution, the "library" is included in this concern and renewed interest.

The fact that so many of Ohio's institutional leaders are spending a day to consider the problems of State institutional libraries is indicative that you want to be informed and that you want for your institutions those things that can improve your programs and benefit those who are in your care and custody. My purpose in being here today is to attempt to clarify thinking on libraries in institutions and

to justify the effort and expense which these libraries will require.

This is a tall order and I confess that I feel quite humble to be given this opportunity to meet with you.

Libraries mean different things to different people. Usually one's opinion of a library is colored by past experience and sometimes this experience has been unsatisfactory. Many libraries of the 1930's and 40's did not measure up to what we have come to expect today. Too often they were inactive, passive repositories for books selected by a poorly equipped librarian or a group of club ladies to suit their interests and the interests of those who were regularly borrowing books. Recreational use of the library was its major purpose, rather than information, education, cultural background, social understanding, which are major reasons for libraries today. Perhaps this past history is why so many professional people today would rather call a library a media or materials center, or a center for continuing education. Whatever we call a library it is no longer the hushed, austere place some of you remember. No longer are books and printed material the only library resource. All types of audio-visual materials of general use and interest are a large part of its stock. Study carrels, often equipped for listening and viewing, lounge areas with informal, comfortable chairs, attractive displays, frequently changed, are an essential part of all up-to-date libraries. Each library maintains a basic collection of materials most often used by its clientele, but no one needs to be limited to the material in one particular library. Through interlibrary loan agreements, libraries locate in another library the items requested and borrow them to fill the request. This interlibrary loan procedure used to take from two to three weeks, but through the use of such communication devices as TWX and facsimile transmission, the borrowing time has been shortened to one or more days—at least this is the pattern of library service developing in New York State.

A good basic library service

The goal is to have each type of library (public, school, college, institution, etc.) meet its obligation for good basic library service and through cooperative and contractual arrangements set up a network service to make the resources of the large and specialized libraries available to all. As programs such as this are put into operation, you can understand that they have much greater value and use by a wide variety of library clientele. I stress the need for each library and each type of library to provide good basic library service. Perhaps some of you may ask what this means. It means that the library in each institution must meet the minimum standards for a library of its size and type. For each type of library there are nationally approved standards which have the endorsement of the national professional groups concerned. These standards, of course, have certain differences, but their similarities are many. For example, each set of standards requires:

1. sufficient space for library materials and programs, lo-

cated within the institution community for maximum use of clients and economical use of library staff;
2. a well selected and organized collection of all types of library materials suitable for those who will be using them;
3. a library staff of high caliber and of sufficient number and levels to assure lines of promotion and proper distribution of work;
4. a service program designed to meet the needs of all in the institution.

Given the right staff, materials and space this service program is assured. Of course the need for administration understanding and approval is essential if *any* program is to function successfully in an institution. I have known many instances where good but isolated librarians found it impossible to develop desirable library services because their professional status within the institution was not recognized and they were forced to spend their time almost exclusively on clerical or monitoring duties.

Someone who cares

The picture is at last beginning to change. With the help of federal incentive money under LSCA Title IV, many states, state library agencies and library associations are working to develop statewide plans for institutional library service which will meet standards within a given period. Some, as the State of Washington, are moving quite rapidly—but usually a period of from 5 to 10 years for building libraries up to standard is written into the plans. One of the first steps recommended for any state is the full-time assignment of a library consultant on the State Library Agency staff—someone who cares and who can coordinate and promote activities in behalf of these libraries. Ohio has already taken this step and I am sure that Jonathan Louden will be someone you will all come to know and will call upon frequently.

Ohio is very wise to plan such a meeting as this, because librarians alone cannot formulate plans which will have even a 50-50 chance of being successfully developed. I know this from years of experience when each year I would devise some plan to get New York State institution libraries moving ahead in a steady over-all pattern. Even though we had a committee whose members were appointed by the various Commissioners, whenever the time came for really implementing the recommendations, my hands and those of committee members were tied because there had never been a charge to the committee by the Commissioners. We had sponsored a number of extended workshops for library personnel (both professional and non-professional) as well as several one-day sessions on timely subjects. We know the institutions, their programs and their needs, from personal visits and from the annual library reports submitted to us each year. What we didn't know was how to be assured that the Commissioners would take up the fight with us and how to get any

statewide (six state departments) library plan really moving.

At last we are on a hopeful threshold. We have a reconstituted, high level advisory committee, representative of each state department. This committee was charged to develop a plan to provide statewide library service to people in New York State institutions. Having done this over a period of a year and a half, the same committee asked to have their assignment extended in order to insure that the plans be put into effect at the earliest opportunity.

This was accomplished prior to the new federal library legislation (Title IV-A of LSCA). At first when we thought we would have about $300,000 to help get the program moving, we made some very concrete plans which had general agreement among committee members. We wanted some model library situations to demonstrate to the skeptical that libraries belong in every institution—that they will be used and will be well worth the present expected cost of $25-$30 per person. We arrived at this figure only after we had determined what materials, what staff, what other operational items were needed annually to meet the minimum standards, provided our libraries were already adequate. We then figured how much extra money would be needed to bring these libraries up to standard in six years but this figure represented actual costs in 1965. By 1971 costs may be considerably higher. The important thing is to plan what is needed, then seek funds to put the plan into action. Otherwise, only a small portion of what is essential will be allocated.

We recognized that before we could achieve good library service in every institution we had to find and train library personnel. The plan called for apprenticeships (or traineeships) which would provide subsistence as well as tution in a school for librarianship for those selected. The trainees would agree to have a year's assignment following library training in one of the "model libraries" where they would gain a variety of library experiences before moving on to administer a library in another institution.

It was apparent that directors of library services in the State departments, especially in those with most institutions (Correction and Mental Hygiene) were needed. These positions are essential to assist the hospital and institution librarians in their administrative problems, to help interpret department policy and programs, to coordinate all library programs and to effect desirable cooperative practices and assist with various training programs.

I cannot stress enough the need for involving high level department and administration personnel in the planning. They must understand the potential value of good libraries, what is necessary to insure that libraries will be effective including some knowledge of library terminology. Only then can they justify the cost of good library service to the Budget Director, Legislators or whoever is responsible for appropriating and allocating State funds.

It should help perhaps in winning support of State administrators to have some visual aids placed in the capitol building or where legislators and others can see the possibilities for improving the

educational programs in institutions. Many laymen, including legislators, believe that persons confined in mental institutions cannot read or benefit from a good library. Many also believe that those in correctional institutions should not be "pampered" by giving them such frills as good books and opportunities to remake their lives.

We will continue our effort

I cannot tell you the most effective way to secure funds for institution libraries in Ohio. I believe that your requests will be strengthened a great deal if they are timed and coordinated so that it is clearly understood that these libraries are thought to be important and worth complete State support. In New York State the Budget Division likes to be knowledgeable of long range plans of the various State Departments. We have therefore been informing them of our plans and have received help and encouragement. They are convinced that we need these library programs and that we will continue our efforts until we succeed. This year we must do more to convince the appropriating bodies—for without their support the budget cannot be implemented.

It is not always easy to convince the average legislator that the annual cost of keeping an inmate should be increased by $25. He needs to be told and preferrably *shown* that libraries in institutions are essential. We know that about a million and a quarter books were borrowed by those confined in New York State institutions in the year ending March 31, 1966. We know that over 75% of the institution populations will use the library if the right materials are provided and if they have good opportunity to visit the library.

Because of the many facets of library service and the many other factors to be found in an institution which also can have a beneficial effect on individuals, it is extremely difficult to assess the full value of library service. Nevertheless we have evidence that tells us. A number of years ago I was in Los Angeles for the annual Congress of Corrections. It was my responsibility to arrange for a meeting on library service, and I was fortunate to secure as speaker David Kantor, then librarian at Folsom Prison. He gave an inspiring and helpful talk in which he described his experiences in developing, over a three-year period, a library for the prison. He supervised about 20 inmates who did all the detail work and spent about 70% of his time giving reader guidance to the men who were unfamiliar with libraries or books. The library was so small that a guard had to control the number who could be in at one time—but nevertheless I'm convinced that David Kantor succeeded admirably. How did I judge? At the close of the meeting in one of the big Los Angeles hotels, Mr. Kantor and I were conversing in the lobby when he noticed a group of men at one side. There were about a dozen of them and they had come to shake Mr. Kantor's hand and tell him they were "making it", that he had really helped them and that they missed him. I was introduced to them and they talked freely of all they had learned about living from Mr. Kantor and the books he recommended. They had seen his name

in the paper and had taken the trouble to come tell him he rated high with them. I think this indicated a large degree of success.

Faces in the water

Some of you will remember the main character in Janet Frame's delicately written book, *Faces in the Water.* Istina Mavet had been in many mental institutions and her illness was deep seated. But one day she was standing washing or drying teacups and looking out of the window on to the front lawn "when the van from the library service drew up outside and the librarian got out and opened the doors at the back and there, almost within my reach, were shelves packed with books dazzling lurid sober stiff covered, slim volumes of art prints, heavy sagas of the deep South.

"I felt the excitement tinged with gloom and foreboding that I first experienced when I was ten and joined the town library (called formidably Athenaeum and Mechanics Institute and could not get in without passing the wicked-looking stuffed man standing at the foot of the stairs, and a sharp-tongued librarian who sat behind a grille dispensing tickets and fines and books and keeping her eye on the adjoining Reading Room where the old men sat, petrified by the SILENCE notices.

"It seemed to me that books must be wonderful treasures if they were to be reached only at the end of such a forbidding journey, and that books were only for brave people who were not afraid of giant stuffed birds with glass eyes.

"After so many years in the hospital, the sight of so many books made me forget that one has to be a fearless pilgrim to arrive safely at a library. I went out and spoke to the librarian. 'May I go inside and look at the books?'

"She smiled. Certainly.

"I walked up the ramp and stood in the van, trying to decide where to begin my inspection.

"I was standing gazing and dreaming when suddenly the chaplain appeared in the doorway of the van. He knew me. He had seen me in Ward Two, in the park and the yard. He spread his hands in a quick movement, as if to bear the precious books safely to him.

"Come out of there, he said sharply to me.

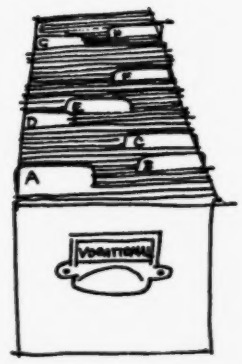
"Oh please let me look at them. I won't touch any. I promise.

"The chaplain looked more horrified.

" 'No patient is allowed in there. No patient is allowed in the van. Come out this instant.

"He looked about him as if searching for someone to deal with me in the way that, he knew, mental patients are dealt with if they become obstinate.

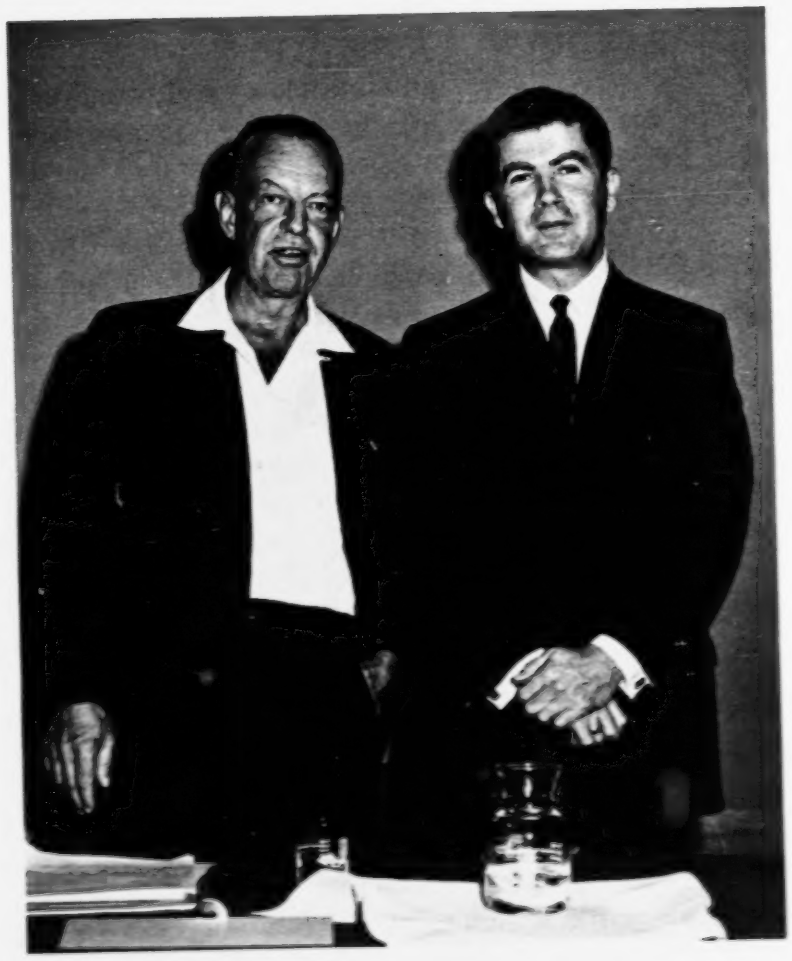
"I walked out of the van. After the excitement of seeing the books and then being denied a chance to look at them by someone who, curiously lacking in understanding for a chaplain, had said, making the old distinction between patients and people, No patient is allowed, I was almost in tears. *(continued on page 28)*



M. C. Koblentz, Ohio Commissioner of Correction

Dr. Arthur Cain, left, and Dr. Daniel Fader

Above: From the left, M.C. Koblentz, Dr. Daniel Fader and Miss Marion Vedder. Right: Dr. Cain and Dr. Fader.



"There I had been standing, drearily drying cups and thinking perhaps about dinner or mail or the Wire Dormitory where I still spent the night, when suddenly a library had appeared just outside the window and a tweedy fairy godmother had not denied my request to look inside. But the villain arrived and turned me away because I had not the status necessary for people who view shelves of books. I was a patient and could not be trusted; I was a child and would not grasp the content, the essential meaning, of the books.

"I returned to the tearoom and put away the last cups, hung the tea towel to dry, switched off the Zip heater, replaced the keys, carefully observing the routine in a melodramatic way as if someone had died and I had announced heroically that I would keep going. I tried not to cry.

"The chaplain had spoken to me as if I suffered from a disease that would infect the books. Was he right? I returned to the ward and went to the dayroom and stayed surveying the usual dismal scene, the lonely muddled old ladies and the bewildered new patients trying to get used to the idea of being in Cliffhaven and being locked up and the fires being locked and the windows opening only six inches and the nurses commanding *Dayroom*, Ladies, *Bed*, Ladies, *Rise*, Ladies.

"Then a nurse called me, Sister wants you.

"What had I done? Was I being transferred to Ward Two? Were they taking me away to shave my head for an operation, in spite of Dr. Portman?

"Sister wants you. Hurry.

"Sister Honey was standing behind the serving table setting the roast on its board ready for the matron to carve. She told me that Dr. Portman had rung up and wanted me to go immediately to his office.

"So Dr. Portman had changed his mind, he had decided they would bore two holes in the side of my head for my unsuitable personality to fly out like a migrating bird to another country.

"I was afraid and went alone down to the front of the hospital and was standing in the wide polished hall being gazed at by the heavily featured brown and maroon portraits of past administrators and philanthropists and village councilors when Dr. Portman came in the front door and hurried towards me. He was excited; his cheeks were flecked with red. Come out to the library van, Istina, he urged.

"We went to the van. He walked up the ramp and beckoned me to follow. I entered royally. And then he explained that about sixty books had to be chosen for the hospital library and would I kindly help to choose them?

"Both formality and dinner forgotten we sat on the floor of the little library, choosing. Sometimes Dr. Portman read passages aloud and turned his own memories with their dark side to face the light. And it was late afternoon when, with a headache of happiness, I returned to the ward. And from that day I felt in myself a reserve of warmth from which I could help myself, like coal from the cellar on

a winter's day, if the snow came or if the frost fell in the night to blacken the flowers and wither the new fruit.

"I began to go out walking more often by myself and once I went down to the village store which was not out of bounds and bought myself—a jar of peanut butter."

In another book, *Man Against Fate* by Frank Canizio, we learn that the life of this rebellious, wrongly imprisoned man was changed because he found in his cell a battered copy of Emerson's Essays. From Self-Reliance he determined that it wasn't just the world against him—he had to conquer himself, then he could find his place in the world.

Who can assess all the values of a good library? We can more easily compute what a school dropout will lose in income if he fails to graduate from high school. We do know, however, that a library must be a *good* one if it is to have much value at all. It may even be a detriment if a library contains only discards from other libraries which deaden any interest in the library and provide wrong information. Everyone knows it's a "phony." And if they use it at all, their use is not for high purposes.

I hope that from my various experiences in working with State institutions, you may have found some of the answers as you consider what to do or what not to do in planning for Ohio State Institutuion Libraries. New York has not found answers to all our problems, but I believe we have gained good experience from our errors and we have determined to provide library service for those in institutions which will measure up to our best public, school or special libraries.

Hooked on Books

Dr. Daniel Fader

At Dr. Fader's request his talk "Hooked on Books" is not reproduced in this booklet. His talk was taped as part of the entire conference, and this tape is available for loan to Ohio institutions. Copies are available from:

Edward Finley, Division of Corrections
Jonathan Louden, The State Library
James Myers, Division of Mental Hygiene
Alberta Turner, Ohio Youth Commission

Dr. Fader said that a complimentary copy of his new work, Fader, Daniel and McNeil, Elton. *Hooked on Books: Program and Proof.* New York: Berkeley Publishing, 1968., will be provided to conference participants who request one from him.

Write:

Dr. Daniel Fader
1627 Haven Hall
University of Michigan
Ann Arbor, Michigan

The following publications will be of interest to persons who wish to read about the "English In Every Classroom" program:

Baur, Esther. "Fader Plan: Detroit Style," *Library Journal* XCII (September 15, 1967), pp. 3119-3121.

Fader, Daniel. "A Child Without Books Is Impoverished: summary of address," Publishers' Weekly, CLXXXIX (June 20, 1966), pp. 33-35.

Gordon, Arthur. "Dan Fader's 'Help-Yourself' Textbooks," *Reader's Digest*, XCII (February 1968), pp. 37-42.

Gordon, Arthur. "Throw Out the Textbooks," *American Education*, III (September 1967), pp. 5-7.

The State Library And Institution Library Service

Mr. Joseph F. Shubert

Mr. Joseph F. Shubert is Librarian of the State of Ohio. He has served as Nevada State Librarian and as Assistant Director of the International Relations Office of the American Library Association. He received his M.A. degree from the School of Librarianship of the University of Denver. He has traveled extensively and made surveys of library services in our own and in foreign countries.

On this day when we look at the conditions around us, the people we serve and look ahead in the way of service to our institutions and the people in them, I hope you will permit me to take just a second to evidence the consciousness of history that we are experiencing at the State Library in this particular year. This is the 150th Anniversary of the State Library of Ohio; I think the relevant point here is that the establishment of the State Library is tied up with state institutions because it was back in 1817 that Governor Worthington made a trip east to Philadelphia and other cities to inspect prisons and other institutions. While he was in Philadelphia in a bookstore, he bought the first collection of Ohio State Library books and had them shipped back to Columbus. On the 6th day of December, 1967, we will be observing the 150th Anniversary of the organization of the State Library. The actual organization date was on December 25th, which, in 1817, was not a state holiday; people had to report in their offices. We have the ledger at the Library showing that the librarian on December 25, 1817, entered the list of the first books in the State Library.

Today, Ohio has correctional, mental health and youth programs and facilities that are being visited by people from other states. People are coming *here* to see what we have. Our publications from your departments are known throughout the country and throughout the world. Our hope in the State Library is that we will soon have in

our state institutions a program of library service that will be the same kind of model for other states as your other programs are.

The State Library has a dual responsibility in this area. First of all, state institutions are a part of state government and one of the real responsibilities of the State Library is to provide reference and information service to officers of the state government—in fact, this is the reason that the Library was organized in 1817 by Governor Worthington. The books were bought for members of the General Assembly and for the officers of the state. The State Library also has a responsibility to the 50,000 Ohio people who are wards of the state in these institutions. And we have today a great opportunity with Title IV-A of the Library Services and Construction Act.

I'd like to do two things. First of all, review some of the services of the State Library as you might be able to use them, and speak briefly on the Title IV-A program.

In a position to help

Within the variety of services offered by the State Library, there are several that are especially applicable to state institutions. I mentioned the reference and information service for government, and there is another parallel program, that of responsibility for library development. For many years, the State Library has actively assisted public libraries throughout Ohio in developing their programs and service. Now we are going to be in a position to help other libraries through the Library Services and Construction Act program.

People in Columbus, state employees, state officers, bureaus and commissions have always had an opportunity to make fairly easy use of books in the State Library. The public libraries of the state have also made heavy use of the State Library. But now we have an opportunity to extend these services, and when we think first of the Library, we think of the more than one million books that are available in the State Library, not all of them in Columbus but well over half of them here in the city. The emphasis in this book collection is on the fields in which you people have interest because the collection has been built both as a reference library, a special library for state government, and also as a library to which other libraries can turn for books which they do not have.

For instance, on the tables downstairs you will see a very small scattering of books in the fields of social sciences, penology, books on personality, sociology, narcotics, any aspect of administration or program that interests the officers of the State of Ohio. These books are available not only to people in Columbus, but to state employees throughout Ohio. We're developing a series of book lists and a means of notifying people about what is available. We encourage you to use these lists and also to seek us out and make sure you get copies of them. Let us know, and we'll put you on our mailing list.

The State Library maintains an interlibrary loan program so that any library in any institution which lacks a particular book can request this book from the State Library. It will be sent imme-

diately to the Library. If the book is not available in the State Library, we have an unusual resource that we call our Union Catalog. This is a single card catalog listing the books owned by more than twenty of the largest libraries in the State of Ohio, listing over three million books. So there is an excellent chance that if you need a book published this year, last year or ten years ago in your field, if it's not in the State Library, by checking the Union Catalog, we can tell whether that book is in the Cleveland Public Library, Cincinnati, one of the college libraries or wherever and make arrangements for that book to be brought from that library to where you are.

We have done the same thing with journal articles that are available at the Ohio State University. We subscribe to several hundred periodicals and journals ourselves and any time you have a reference to a scientific journal article or other periodical and want a copy of that magazine or a copy of a particular article, if we have it in our collection, we'll Xerox it and send it to you. If we don't have it in our collection, there's an excellent chance that we can get it from O.S.U. Because of the tremendous library resources for their graduate programs, practically any magazine requested can be obtained through the State Library from O.S.U. These services are available to any state employee; if you have a library in your institution, your librarian can make the request for you. If you don't have a library, yet, you can make the request, directly, yourself.

In addition to that, we have a magnificent collection of documents, official publications of the federal government and of state governments; we can provide you with reports, monographs and papers written by people in the departments of other states. In addition to collections, we offer certain other services. One of them is in the nature of purchasing, cataloging and processing books. We maintain here in Columbus a Catalog Center which serves some 53 libraries, public libraries, school libraries and a few state departments. The Center buys books, has the books cataloged and sent to you for your libraries so that they are ready to be put on the shelf. At the present time, this Catalog Center prepares about 150,000 books a year. We are not in a position at this particular moment to expand tremendously the number of institutions using this service, but within the last few months we have appointed a new director for the Center. He is streamling operations and we believe this Catalog Center can offer some real advantages to institution library programs as they develop.

Use our book jobbers

The State's contract for book purchases makes it possible for any institution in Ohio to use our book jobbers and get the same kind of generous discount from book suppliers that we are able to get for the State Library.

Then we have a series of services related to the improvement of libraries. In the past, this has been directed primarily toward public libraries, but now with the appointment of Jonathan Louden as

Institutional Services Consultant, these are going to be available to institutions. These include advice, technical assistance, training of library assistants and general consultation on library program development.

In addition to the Catalog Center and the purchasing power of the State Library, we have a third area of service. Since 1896, the State Library has had a Traveling Libraries Department which goes goes way back to the early days of library extension when there were very few libraries in the state. The State purchased a large number of books and made book boxes available to granges, women's clubs, any group within the state which was willing to sponsor a reading room or a library. Over the years, the nature of this program changed considerably, and today this program serves designated libraries in the State; one library in each county can borrow books from the Traveling Libraries Department. Mr. Louden has been working with the head of the Traveling Libraries Department on a program which would make it possible for us to use some of the books in the department for the use of institutions as well as public libraries.

Library Services and Construction Act

The Title IV-A Program provides us with an opportunity for service in institutions that we have never had in the past. First of all, it's one of five programs as part of the Federal Library Services and Construction Act. The first of these started ten years ago and was directed toward improving library services in rural areas. That is Title I.

Title II came along about five years after that to assist in the construction of public library buildings. Titles III and IV were developed last year. Title III is a program of interlibrary cooperation which will make it possible to develop a network for exchanging books and information among different kinds of libraries, school libraries, public libraries, state libraries, institution libraries and special libraries to provide access to material in depth. I think this makes sense in terms of the professional materials that your staffs seek; if it's not in your own office, we can use this network to draw it from Kent State, Bowling Green, Cleveland, Western Reserve, wherever it might be, either in Ohio or outside of Ohio.

Title IV-A relates to institutional library services and Title IV-B relates to services to the physically handicapped. Title IV-B will enable libraries to follow some of the paths explored by the Cleveland Public Library in taking books to homes of people who are incapacitated in such a way that they are unable to use books and conventional library material in a conventional manner. These are not only people who are blind (who have had this service for many years) but also people who are paralyzed in some way and need Talking Books, projected books or even large print books.

Title IV-A is now part of the Library Services and Construction Act program. It is a five-year program authorized by Congress; the

original Act has been renewed twice now and has grown and expanded during this ten-year period. Funds are available under the L.S.C.A. program on a matching fund basis to the states. The administrator of these funds in each case is the State Library. The first appropriations made under the Library Services and Construction Act program, Title IV-A, were in the last fiscal year, 1967, a very minimum appropriation restricted by Congress for use in planning. The total funds paid to Ohio under this program last year were $7,035. This money was allocated to the State Library and to the Council for the purpose of planning, and this conference is the first major step in the planning operation. This is underwritten by the L.S.C.A. program, as authorized in the Act. Ohio could qualify for $320,000 in this current fiscal year, of which three months have already passed. Congress has not yet made the appropriation. It will probably be December before they make appropriations. So this gives us this much more time to make plans for the use of this money when we get it.

Because of the situation in Vietnam and the state of the economy, the President has recommended a very slow start in this and other library programs. If his budget recommendation is approved by Congress, we will receive only $40,000 under this program. In other words, the President is saying, "Let's not make the full appropriation this year." So we can expect that we will have somewhere between $40,000 and $320,000 during this fiscal year for the program. This money may be used for books, material, staff, equipment and cooperative projects among institutions. Under the terms of the law, it is administered by the State Library Board, and it is to be expended within a plan filed with the U.S. Commission of Education. The Advisory Council is constituted to advise on the [illegible] plan.

Throughout the year as we were anticipating this program, we have received marvelous cooperation from Mr. Johnson, Mr. Janis and people connected with other institutions and, most importantly, from the Governor himself. We were able to include in this biennial budget the position of Institutional Library Consultant on General Revenue funds, one of the very few library positions authorized in recent years under the General Revenue appropriation. I think that this is a sound recognition of the importance of the program. Besides, the salary and expenses covered by General Revenue earn matching funds under the new Federal program.

As we began working on this with the Council, we developed several basic principles—and I think these are important enough to discuss here because they led to this Conference and what we anticipate in the planning process.

First, we agreed that the department that administers an institution has the basic responsibility for provision of library service in its institutions, including planning, program development and professional direction, supervision and evaluation of services. In other

words, if a library program is to serve the people in an institution and the staff of the institution, the department has the responsibility for that. And then each institution is responsible for administering and operating library service in accordance with its own needs and overall programs.

Will serve in five ways

The State Library comes into this picture at another level, because the State Library will serve departments and their institutions in five ways: through professional and technical assistance in planning and developing such services, through coordination of institutional library services with other State Library programs and local library programs, through in-service training, through provision of supplementary resources and reference services, and through studies of service programs, collection of statistics, other interpretive leg work.

We see a need for a program developed at two different levels. First, within each institution a program that is directly related to the overall goal of the department and to the particular objectives of the institution; that's at the institutional level. The other level is in the nature of developing a network under which an institution can draw upon the specialized and supplementary resources to meet the needs of its users without relinquishing its own responsibility to develop resources and a program of its own. In other words, we ought to be set up in such a way that the library in the institution has the books it most needs, but then it should be able to go beyond that and draw from other institutions, from the State Library and from other libraries the specialized books it needs.

a model that a developed plan and objectives, should range with allow-
range, for the development of services including: analysis of library needs as related to the institution's program and population; coordination and cooperation between the institution's and the department's other libraries; and provision for adequate staffing and resources.

Now what are the steps in developing this plan for use of these funds? The funds are very limited. In other words, if we come up with this $40,000 appropriation, what could you do with it? We could divide it among the 54 institutions and then you could face the decision whether you are going to buy paperback books or buy the set of encyclopedias which is needed in many institutions. Anyway, no matter how you divide this amount of money among 54 institutions, you're not going to come up with very much. It's more difficult, but I think it's probably more realistic, to develop a flexible program which will have several facets to it including technical assistance to all institutions, provision of this kind of network service so you can draw upon things in other institutions and, we hope, substantial demonstration projects or pilot programs in different types of institutions.

Well, how are we going to make this decision of where this $40,000 or $320,000 is going to be spent? It is done within the

context of a plan required by the statute. And that plan involves the institutions, the departments and bureaus, the Advisory Council and the State Library Board, which must certify it to the Commissioner.

This conference is the first major step in this planning process. The purpose of the Conference is to discuss what books and library service can mean to institutions and then to analyze some of our needs and then to develop our plan. We get into real planning activities in our afternoon sessions when we discuss our needs and our possibilities. But what we will ask you to do after this conference is to go home and, after some reflection and investigation in your own institution, make recommendations to the Council and analyze the needs as you see them so that this Council and the State Library and the departments can plan a program that is really meaningful.

This Conference began with an emphasis on people and on books. In all of the three programs we have had so far, this is where the emphasis has been placed. And our aim in library development is to relate library service to the total picture of an institution so that library service can find its part in that total framework of the institution rather than be set aside as libraries too often have been in institutions and in schools. We want something that is responsive to the needs of the people you are serving in the institution. The librarians here from the State Library and on the Council and in the institutions are not experts in correction or mental health or youth programs. However, we do know quite a bit about libraries and about books. We have access to a lot of books and the means of identifying what we need. And this is the way in which we want to work with you and to help you.

I'll close with a very real note of appreciation for the work of the Council and for the departments which have cooperated with us in getting this program under way. Because the statute designates us as the originator of the program and because it is important to relate library services of all kinds so that we can make use of special library sources, we have a role in this. But the real role in this program is back in the institutions. You are the people who are going to have to decide whether you want books, how you can use books and how best they can be provided. We stand ready to help you with this, and no one is happier than I to see this kind of meeting and have this opportunity to meet people who are interested in using the service that can be related to your primary job.

Comments

Mr. M. C. Koblentz,

Ohio Commissioner of Correction

As Commissioner of Correction, I often say that we have to look at the total picture and not one discipline or one facet. Frankly, I think that the library services are often taken for granted too much; yet this should not be—and I don't say this because I am addressing my remarks to your one discipline. I think I have to relate it to education; the library is an arm of education to a certain extent because the library contents certainly forward knowledge to an individual.

When we look around—and I can only speak for our penal population, not our mental patients; I don't know enough about mental health so I can only speak about the correctional aspect—but when we take a survey, a sampling of our own inmate population here in Ohio (and I don't think it's too different from inmate populations in other states), we find that our average academic level, both penitentiary and reformatory, would average out at about a seventh grade level. And this comes in a day of high technology. Penitentiary, sixth grade academic level; reformatory inmates, about seventh grade. And we find that about 75% to 80% of inmates coming into prisons do not have any sustained job histories or technical skills. In other words, what do they lack? They lack knowledge. Consequently, we here in Ohio in Correction, and this will not be a "correctional" speech—just enough to tell you what our thinking is—in this day of advancement, we feel that, with this deficiency in education, this is where the attack must be made upon the people who are sent to us. It has to be educational. Consequently, we have stepped up our education program. Now education becomes important. It's not only the school room; there has to be the availability of good library resources. This is for sure. We say in prison, "Well, a good recreation program is important. Let them let off steam and they will not give you trouble." This is fine, but so often what happens is that the people who come to us do not know anything about a library.

And this is not only true about the inmate who comes to us, but, I think, frankly, it is true about much of the public. They don't know what a library service offers to them, how constructive it can be, what it can do for their mind in a quest for knowledge and education. I hate to use the word, and I'm not running around the mulberry bush, I'm just giving you some brief abstracts of my thinking. I hate to use the social worker's word "a challenge." I think it's not a challenge that you people have, especially in the library field, I think is a great responsibility not only in institutions but in the outside world to acquaint people with the availability of library services and certainly the benefits that can accrue. And I think like so many other disciplines, there has been an inadequate public relations approach to the services which you perform, to the help that you can give to a troubled world. So I just want to give or bring to you some brief remarks which reflect my own thinking. I say that library services, and not for your benefit, should have an important part in an institution.

We're kidding ourselves and deluding ourselves in prison work when we say that prison, regardless of the total activity of any institution, does not become humdrum and monotonous. And I don't know of any other approach, or few other appproaches, outside of library services, where a person can wrap himself in a good book, whether it be fiction, technical, whatever it is, and possibly leave the prison behind while he becomes entranced in something that is good and to his liking.

Where Ohio Institution Libraries Stand Now

John P. Canney, associate warden, London Correctional Institution; James Meyers, activity therapy consultant, Department of Mental Hygiene; Dr. Alberta Turner, Ohio Youth Commission; Jonathan Louden, institutional consultant, State Library of Ohio, moderator.

James Myers, activity therapy consultant, Department of Mental Hygiene

A survey was sent to the 26 different institutions in the Division of Mental Hygiene and all were heard from. I want to give you a summary of this survey so that you can get some idea of the general state of library services in the State of Ohio. It is interesting to note that all of the institutions reported a collection of books. I'm not going to say that they reported a library service, but there was a collection of books that did exist.

The first question offered a selection of responses with regard to objectives of library service. Twenty-three responses indicated that the main purpose was that of recreation—to provide pastime and relaxation for the patients. This was the primary response. There were 16 responses that a main objective was that of education, as a means of acquiring new interest and information of the world about him by the patient and perhaps also to teach him how to use a library. There were only seven responses that the library provided a therapeutic function in that it contributed to the well-being of the patient through elevation of his morale and assistance to identify himself with a social group and to encourage ability for concentration. Only two responses see the patient library as part of an academic program. There were four responses regarding vocational experience in library work. So the main objective as viewed by the institutions was that of a recreational service.

A second query was about types of library services offered. There were 23 responses that institutions did provide general library services, that is, the books were made available. Twelve responded that book carts were made available to wards and non-ambulatory patients. Five responded in terms of providing Talking Books for the

blind or Braille publications. Six responded in the area of special library programs, literary clubs and so forth.

In terms of personnel, I thought this was a very interesting area, there were only six responses that indicated that there was a "professional librarian in charge." There were no stated qualifications for a professional librarian, rather this was a certified librarian who was directing full time. There were 15 responses that there were other designated full or part time staff running the program, 13 institutions utilized volunteers and 15 utilized patient help.

Physical facilities vary greatly, and I won't attempt to describe anything there. In terms of inventory, it ranged all the way from less than 100 to the largest response of over 8,000 volumes. The majority of the responses were below the 3,000-book inventory. There were 13 responses below 3,000. Also some of the institutions indicated that they had the service of rotating loans through their local library and this was a valuable assistance to them.

Re magazine subscriptions, over half had less than nine magazine subscriptions. Two, interestingly enough, indicated that they subscribed to over 40 periodicals on a regular basis. Just two. There were several who indicated that their only source of magazines was to go down to the post office and receive all the magazines that could not be forwarded. This was the way they picked up their curremt magazines.

In terms of expenditures, and this probably is a primary consideration, I think I incorrectly put down on my outline here, "budget." Actually, I can't remember any case where an institution indicated "budget" as such. In most cases they operated on I. and E. fund resources or various other sources and donated funds. Amounts range, as you would expect, all the way from nothing being expended, entirely donated funds, to two institutions which indicated that their current expenditures exceeded $1,000 for the fiscal year. The majority would be under $300 expenditure for books and supplies.

In terms of availability, 15 indicated that the library was available to patients on a five-day-a-week basis and anywhere from six to 10 hours a day. Eight were available only for part time service half-days or less.

Utilization

In terms of number of patients that utilized the library service, this is a monthly average. Six indicated that less than 100 patients were seen in the library per month. Four show 100 to 299 per month; three show 300 to 499 patients per month; one showed 500 to 699 per month; two responses were in the 700 to 999 per month and eight institutions indicated that over 1,000 patients were seen in the library area per month. I think this is important because we recognize that the library sections are small, the staffing inadequate and yet there is a significant number of patients who are being seen in the library service. There's no way of knowing how meaningful this

is at this point, but in terms of numbers, it seems significant.

There were three areas that were stated by the institutions that presented the greatest needs in their program. One, as you would expect, was in the area of budget, allocations for books and material so that the institutions can improve services. The second most common need was stated to be in the area of staffing—a need for new personnel, but more importantly—the need for in-service training programs to help the people that are in library services. The third area was in development of additional services and in particular the audio-visual area. There is a lack of equipment and moreover there is a lack of programs themselves and the institutions wanted to do something in these areas.

In terms of my own impressions, let me just make one main comment. In visiting the different institutions—and I do this regularly as you know because library services in most instances are part of the activities-therapy structure—my overall impression is that most libraries exist in a kind of isolated area. They are not fully integrated with the rest of the hospital functions. For example, you don't always relate to other departments. Let's take the doctors—group psychotherapy. I don't know of any instance where the librarian gets involved in discussing books that the doctor might use with the group to discuss as an aid in group psychotherapy. He can certainly relate to the other activity here, to the music, recreation, art and so forth by providing resource materials.

I would venture to say that in most instances the administration really isn't aware of what goes on in the library. It exists, it's there and that's it. I think probably this is one area where there is some need to expend some time and energy to create an awareness.

Dr. Alberta Turner, research, Ohio Youth Commission

I have been associated with institutions of the Ohio Youth Commission for some 24 years, and when the Library Advisory Council met to discuss services in our institutions, I had to confess that I really knew very little about our libraries. I agreed to make a personal visit to our institutional libraries so that I could see first hand what they were, how they were used. Perhaps I thought they were the kind of place that the earlier speaker called "disaster areas" but I was surprised, and pleasantly surprised, to find the things that I found.

First, I'd like to tell you about the number of institutions that we have in the Ohio Youth Commission. We have a total of ten facilities; we have five institutions and five camps. I visited institutions and one of the in-city camps. The other camps did not have library programs, but I did discuss with the administrators of these facilities what library services they had and would like to have. We have an average population in our institutions in the past fiscal year of 2,444 children. Our largest facility, the Fairfield School for Boys, which is

located in Lancaster, Ohio, had an average population last fiscal year of 1,056 children. The others, of course, are much smaller. One facility, the diagnostic center, had a rather short-term residency period; therefore, the library program at that institution would be different in nature from the others where they have a longer residential area.

I developed a survey form, not one that was to be filled out by the personnel there in my absence and at their leisure, but a form so that I could personally interview the librarians, superintendent or people interested in the library program at the specific institutions. I thought that this personal contact was very valuable to me in getting the picture of what we have and what we need. I'm not going into the details of the program, but I do want to give you some of these findings and the general conclusions which are perhaps reached on the basis of this brief survey.

We had asked the objectives of library services of various librarians and the superintendents. These were some that were stated: to encourage the academic school program; to have children learn to use resources; to develop a habit of reading; enjoyment; to expose children to various types of literature and authors; for self-improvement. Now these objectives were given by a majority of the librarians.

I'm going to skip the details and go to the summary and conclusions - - and then if you have any questions I can fill you in later. Based on the personal inspections of libraries at the Juvenile Diagnostic Center, the Training Institution of Central Ohio (which we call Tico, the Fairfield School for Boys (which we call F. S.), HSC which is the Herbert Christian Camp. In interviews with the [illegible] and librarians, the following observations were noted.

One, that the library services are used jointly with the school programs in most facilities. In some of our institutions we have certified school programs and, of course, have had to develop libraries for the specific requirements of this school program.

Need more books

Two, all of the libraries stated that they were in need of more books, both fiction and non-fiction. The forestry camps like Mohican and Zaleski indicated the need for more paperback books. To the others, either hardbacks or permanent bound appeared more appropriate. I was quite interested, of course, in Dr. Fader's discussion on the appeal of the paperback. In talking with the librarians, I found some of the stating their experience had been that, given a choice between paperbacks and permanent bound books or hardbound, the children liked the hardbacks. Now, it may be that our method of displaying these was not such that it made them appealing. Maybe only the spines showed and we needed to show the pictures on the front. At any rate, it would be an interesting research project to see if we really are missing the boat by not using the paperback even though they might be more costly in terms of not having the number of circulations that the hardback books have.

Reference books and dictionaries are very adequate in most of

the institutions. Some of them had rather large or outdated volumes but, for the most part, they were pretty well up-to-date.

Three, the children are well-motivated in their usage of the library; they are eager to read and the librarians want to expose them to a wide diversification of reading materials. I think this, too, is an interesting observation in light of some of the findings that it is hard to motivate some of these children. Invariably, the librarians stated that they had no problem in trying to interest the youngsters in reading but were not able to supply them with as many books as they wanted. In fact, given the chance, they would take out six or seven books. There is no doubt that some of this is status. I mean, you look very learned if you can take out a whole armful of books at one time. I don't know how much we would be able to say was digested or if they actually read the books. In fact, one of the youngsters in one institution had set up a library in her own room, I was told, and was checking out the books to the other girls on her floor. Of course, here again, it may have offered her a sense of importance, too. Apparently, films and filmstrips and recordings were a definite need for programs in the institutions. Each institution expressed the need to expand in this area, in the audio-visual field and some wished to set up experimental projects with private listening booths, etc.

Open during school hours

With the exception of the Herbert S. Christian Camp, the libraries in our facilities were open only during the school hours, Monday through Friday. If additional library personnel were available, the libraries could be open into the after school hours and on the weekends. Of course, as you know, sometimes it poses a problem to get [illegible] because of precautions.

The professional staff libraries in most of the institutions are in need of improvement; they need to be located in rooms that are not used for other purposes. In some of our institutions they were housed in rooms that were also used for staff meetings, etc. The appointment of a Library Committee appears to have many advantages both financially and service-wise. The bookmobile service which we have had at the Maumee Youth Camp has served a definite need for many of the boys there. In our other camps we feel there is a need for a type of bookmobile service.

I asked the question in the survey, "Are you satisfied with your present library?" Invariably, I got the answer, "No," even in the ones that were in the best condition. I think that's very good, because if we were satisfied, there would be no need for us to be meeting here today to see how we can improve. And, regardless of the number of books we have and the amount of circulation we have, certainly we want to think in terms of how we can supply the best possible service to youngsters in our institutions.

Sometimes, I think books might be used as television is used in the home to get the kids out of our hair, to keep them busy doing something so we don't have to do something else with them. But

whether we are planning the use of books as part of the planned part of the treatment program, the function of our institution is something that we have to be very careful to determine. Incidentally, Miss Vedder spoke of the standards that have been developed for various types of facilities. We haven't seen any standards, as yet, developed specifically for children in correctional institutions, but I did go over the standards for correctional institutions and was rather interested in the statement that "there should be on the basis of population in institutions, ten books for each inmate in a correctional institution." This was a rough measure. And also that to keep the collection updated, there should be one book added per year for each inmate. In view of that, and going over the total number of volumes that we had, including both fiction and non-fiction, I found that for the most part we didn't come up to more than 50% of this standard. Now, whether or not we can go by the correction standards I don't know, but certainly, the need for more books, both fiction and non-fiction, was definitely stated.

When Mr. Shubert mentioned the possible amount of federal funding available, I thought to myself that we could use the entire amount really to bring one of our libraries up to date and to have it meet with the standards. Certainly we can plan and hope, and as someone said, we have to think first what we need and then how much it will take to develop that.

So far as personnel is concerned, we do not have professional librarians in each of our facilities, but we do have full-time librarians in some and one facility has one part time librarian. In some of the others, we have to use other members of the staff and put them into library service. This poses the need for developing some in-service training program so that we can have well-qualified librarians in each of our facilities. Most of the personnel mentioned that they needed assistance in the library from clerical workers; we do need more personnel in our libraries.

Equipment was needed in most of our institutions and, as I mentioned that they needed assistance in the library from clerical workers; we do need more personnel in our libraries.

Equipment was needed in most of our institutions and, as I mentioned, particularly audio-visual equipment.

One more point and I will finish. The question with which I ended the survey was, "If we could, by some miracle, obtain federal funds through Title IV-A, how would you use the funds?" Most of the responses were definitely geared to the needs as they saw them in their particular institutions, but most of them would use the money for more books, new books and audio-visual equipment and personnel.

To conclude, I thought of the song made popular by Barbara Streisand that "People who like people are the most wonderful people in the world." I think so far in this conference we could almost modify that and say, "people who like books and reading are the most wonderful people in the world." Certainly if we think in terms of the children and the potential that children have either to pick themselves

up once they fall down, so that they do not go into graduate schools of crime, we must, at that point, try to strengthen every possible resource that we have to see that this child can make himself a whole person. Books, I think, as we have heard from our speakers, have a tremendous impact. So I hope we can get to use some of Title IV-A funds for our services for children.

Mr. John Canney, associate warden, London Correctional Institution

I conducted a survey in correctional institutions—we have seven of them. We have roughly 10,000 adults under confinement and in a given year we have about 2,000 intake and 2,000 outgo. So I'm talking about 14,000 people in round numbers. Our survey figures boiled down basically to what the Youth Division and Mental Health Division found. On the whole, we have some pretty good programs in our state institutions, but all of them could be better. Some of the institutions are not so good. One of the institutions has a full time librarian, some of the other institutions still follow traditionally, the beginning of libraries in prisons. You see, about a century ago, moral therapists, moral persuaders used to visit prisons. They brought a Bible with them and from this Bible we had a library start and the chaplain tends to be librarian in a traditional prison. This is true in some of our prisons in Ohio today. It's true in many, many prisons in the rest of the country. In some of the libraries, due to security-custody problems, books can only go out via a catalog with the books delivered directly to the man and picked up from him. In other institutions, where you don't have these problems of security or custody, there are walk-in libraries. Some of them are very nicely equipped, others need much improvement.

That brings me to the main topic and that's leading to the session we are going into. We want some specific recommendations, some specific ideas as to how these books, these programs would fit into your rules, to your work. This Committee and everybody associated with it could continue talking on and on and on. We have had our catalytic speakers to provoke thinking. Now going into the past when I used to conduct quite a few surveys, as a public opinion pollster, I know many of the results were immediately filed away. If you file away the results of this meeting, nothing will happen. If you consider what we have discussed and what you know from your own knowledge and make specific recommendations, then programs can be developed. In a correctional system, there are problems of security and of custody which do not deal with books. In mental retardation institutions there are problems none of us are aware of. You know what they are. This is true in mental hygiene institutions also. We have discussed a bookmobile concept. Among our prison authorities, those administering minimum security institutions have been more than willing to have bookmobiles if they can have them. In the medium custody institutions, about 85% of them would be will-

ing to become involved with a bookmobile service. In maximum custody institutions, they do not think they can become involved with this. Having been Deputy Warden at the Ohio Penitentiary for three years, I know their problems and I know what problems such a service would create. How about your institutions? Would the same problems be created? Only you have the answers.

Coming over to another matter, I wouldn't mind being chairman of the Mental Retardation Group. I've been associated with the school in Madison County, Ohio for mental retardees for eight years. I know their books and techniques and it's a little unfortunate we have seemed to bypass this area at this conference. Looking at it now, I see many ways where we could have filled in things to hit you. So at your meeting, you will have much more work, Dr. Gove [assistant commissioner, Bureau of Mental Rehabilitation]. You will have much more work coming up with specific things in your area, due to the fact that we have lacked hitting many things which you could have in your area.

A couple more points: Attractive book covers. Libraries used to do this. I know back in the medieval times when I was a high school student, I worked two years with the Boston library system. And I remember week after week in which I had to take those pictures that come on covers of books and paste them on the book. Whatever happened to that? I'd paste it on the front of the book, take a can of shellac and shellac over it preserving the cover and the picture. They do stimulate, as Dr. Fader pointed out. In our institutions today, this little thing could be done right now with a little bit of glue. I'm quite sure the companies would be willing to donate new covers if we have lost them.

Re the use of books, books can be used for mental retardees. Don't think Plato could not be used by people of the so-called low I.Q. About seven years ago, through the Catholic priest who conducted rehabilitation classes in our prison—basically it was a simple elementary philosophy course—I began seeing these near illiterates graduating with certificates of completion and I claimed he was faking. So he gave me his records and said, "O.K., you examine them." He did give them oral examinations. To my surprise, I discovered that these complicated concepts of philosophy and sociology of living, general concepts which I had always assumed to be too difficult, these lower level intelligence people were learning, were absorbing, were applying. In one of my own social dynamics programs in the prisons, I deliberately eliminated screening to see if the same thing would happen when I was dealing with concepts of government, concepts of economics, the science of history and so forth. The same thing happened.

Don't assume that, because you think a book is difficult, that book or perhaps a simple concept in it could not be absorbed by one of our so-called underprivileged. Dr. Fader and Dr. Cain both pointed this out very technicality in their talks.

About training librarians and other professionals, we could build up endless books for training. I'll mention a few in my own area that I jotted down while I was here. Read Travers' *Anatomy of Murder*. It is a best selling novel of a few years ago. If you want a painless way and an easy introduction to the type of thinking manifested by the sex deviate, read *Lolita*. There are other books which can give you easy introductions. The city delinquent - - *Amboy Dukes*. Our speakers' books. Dr. Cain's books and Dr. Fader's books you already know.

Dr. Turner: I don't know whether this would apply as much to the correctional population as ours but one of our greatest needs is for the type of book of high interest and yet a low reading level without appearing to be such. More than likely there is this same common problem for adults. We certainly need more materials of this nature.

Mr. Myers: Well, to Dr. Fader's "three cigarette" books, let me add one more, the dictionary. You bring a supply of dictionaries into a prison, they're eaten up and used until they are worn out completely. How about your institutions?

Summary

Clara Lucioli, Hospital and Institutions Department, Cleveland Public Library

I'll take up our summary point by point, running through the range of our total interest.

I. *How do you see library service fitting into the total function of your situation?*

The Adult Correctional Institutions have this to say: "The Library should relate to the entire program of rehabilitation as an aid to staff and inmates, to treatment services, to recreation and to counseling. The emphasis should be on services to all; it's the useful resource center for the entire institution as well as for specific correspondence courses and in-service training for employees."

The Large Regional Hospitals had this to say about the total function: "In most cases libraries are part of activity therapy, and we have a philosophy of libraries serving the total function of the institution, especially in the areas of 1) recreation, 2) academic - - not *just* academic but beyond that - - and 3) therapeutic, though not necessarily a specific therapy. Finally, we see the librarian who must seek to become an active part of the hospital team and the hospital program."

The Receiving Hospital found the library service fitting into the total function of the short-term patient as a service to become a bridge to outside living. "It is an addition to occupational and recreational therapy, but it is to prepare the patient for the world outside and for life in the community to which he will return and where he will find library resources are available."

Dr. Gove's group in Mental Retardation saw the library fitting into the function of the institution. First, "as the provider of resource material, then as a means of self-expression through creative development of the wards, as a medium for social, mental and spiritual growth and as a means toward career and vocation building not only for the patients but also for personnel."

The group that has to do with Dr. Turner's children with emotional and behavioral problems sees the library service fitting in two ways - - "as a professional library for staff and as a part of the total function of the school service and of the recreational needs of the children. At the present time this latter need is not being filled since the libraries are not open full time to the children involved."

II. *What specific programs are now going on or being planned that can use library services?*

Adult Correctional Institutions say, "All school programs, all recreational programs, all services that deal with vocational reha-

billitation and treatment. A beginning reading program. In the use of penal industries and in the in-service training of personnel."

In the Large Divisional Hospital, the large mental hygiene hospital, this group feels that a pilot plan is necessary; it should be funded well and should demonstrate how a library can fit into the program of the hospital. A pilot program in each type of institution. No specific program has been emphasized by this group. This is a job for the pilot programs to discover entirely.

In Dr. Turner's group, institutions serving the emotionally disturbed children with behavioral problems, the specific programs that are going on or being planned that can use library services are those particularly at TICO where an opportunity for a well-rounded library exists for the young people. There are great needs for this library, needs for booklists, for current material for extended hours of service and for the use of paperback books. In work with the retarded child, the specific programs going on or being planned or could be planned to use library services are these: Self-evaluation and identification of the library as a general tool for motivating, for more education, for group therapy; use of the library as a resource center for visual aids; use of the library to attempt listening training by storytelling, and use of the library to support the rehabilitation program with information and resources.

III. *What do we need in all of these areas? What programs do we need?*

In the retarded children area, we need remedial reading programs. We need to have material for students who are working in these agencies and institutions. And we need to have reading materials that are suitable for different levels, and to have them well-defined and in good supply. What are the problems involved with these particular institutions? Space and responsible direction. Space for the library, better equipment, more adequate staffing and a budget.

In the receiving hospitals, "Well, we need the time to get to the patients, we need to involve the aides and other workers of the hospital. We need to raise the status of reading so that its values are understood throughout the hospital." Some suggestions that were made were these: "Perhaps public libraries of the area could provide some sheltered workshop experience for patients who are about to be discharged or patients who have recently been discharged to give them some work experience in another public institution. Other needs in these institutions are for follow-up discussions, group discussions of books, pamphlets and materials used. What of the problems - - they have *all* the problems in the world. Space, money, staff, cooperation and better volunteers. You could name almost anything."

For the large hospitals, their big problem is a *known* budget - - a known budget for the management of the library.

In the Ohio Youth Commission, the agencies want a centralized direction for their library services; they want a more adequate audio-visual resource, up-to-date equipment and "material which functions", they say. Their problems are the same: money, staff, space, they need to get the know-how toward getting material from the shelves; they need in-service training for the staff which they have now. First of all, a high priority in the budget and communications between all people involved in library work in the OYC. They'd like to see communications on a monthly basis.

The adult correctional institutions - - what training, what resources and programs do they need? "Trained librarians, reading rooms, paperback books, better display of available materials, more audio-visual aids, programs to motivate and stimulate interest in reading, the training of inmate librarians to promote continuity." And their problems echo the others. The need to have a budget, the need to have the know-how for care of the books, for circulating them, for repairing them, but most of all funds for purchasing books, supplies and everything else that goes into the making of a good library. There must be some means, too, of determining what the clients really need, how to have time to know the clientele and ways in which books may be borrowed from other library resources to provide the range of interest found among the clientele. Throughout this discussion, too, there was the question of more materials of adult interest at a lower reading level.

I recognize that this is a hodge-podge, a quick evaluation of discussions that really just got started. I'm *sure* that we hardly scratched the surface of all we wanted to pour out and say in our meetings. But, this program, after all, is a beginning. It is a start. As Mr. Cannery says, what is important is what happens when you go back to your institutions.

Now there's going to be some help for this. For one thing, today's proceedings and the talk last night have been taped. These will be reproduced in print form and sent to each individual who was here and to all institutions so that you really will have two copies, one for your own use and one for the institution's own interest and review.

There will be some live tapes of the talks available so that in either in-service training later or staff discussion or to reach people who would have liked to be here today, but couldn't, you will have a chance to let them listen to what you heard in this day and a half.

Then the matter of standards. Mr. Louden is quite disappointed because we were not able to have copies of the standards in your kits. We had hoped to do so but they did not come in time. I'm not in the least discouraged by that because I think it's well to do your own thinking independently to some extent of the standards and then match your thinking with the standards when you have a chance to review them. We have a long way to go before we measure up into those standards, but if this is the beginning, we can start on the road of either a five-year or a ten-year plan. This is so much farther ahead than we have ever been before this that it is encouraging. Thank you.